

CAP4K Update

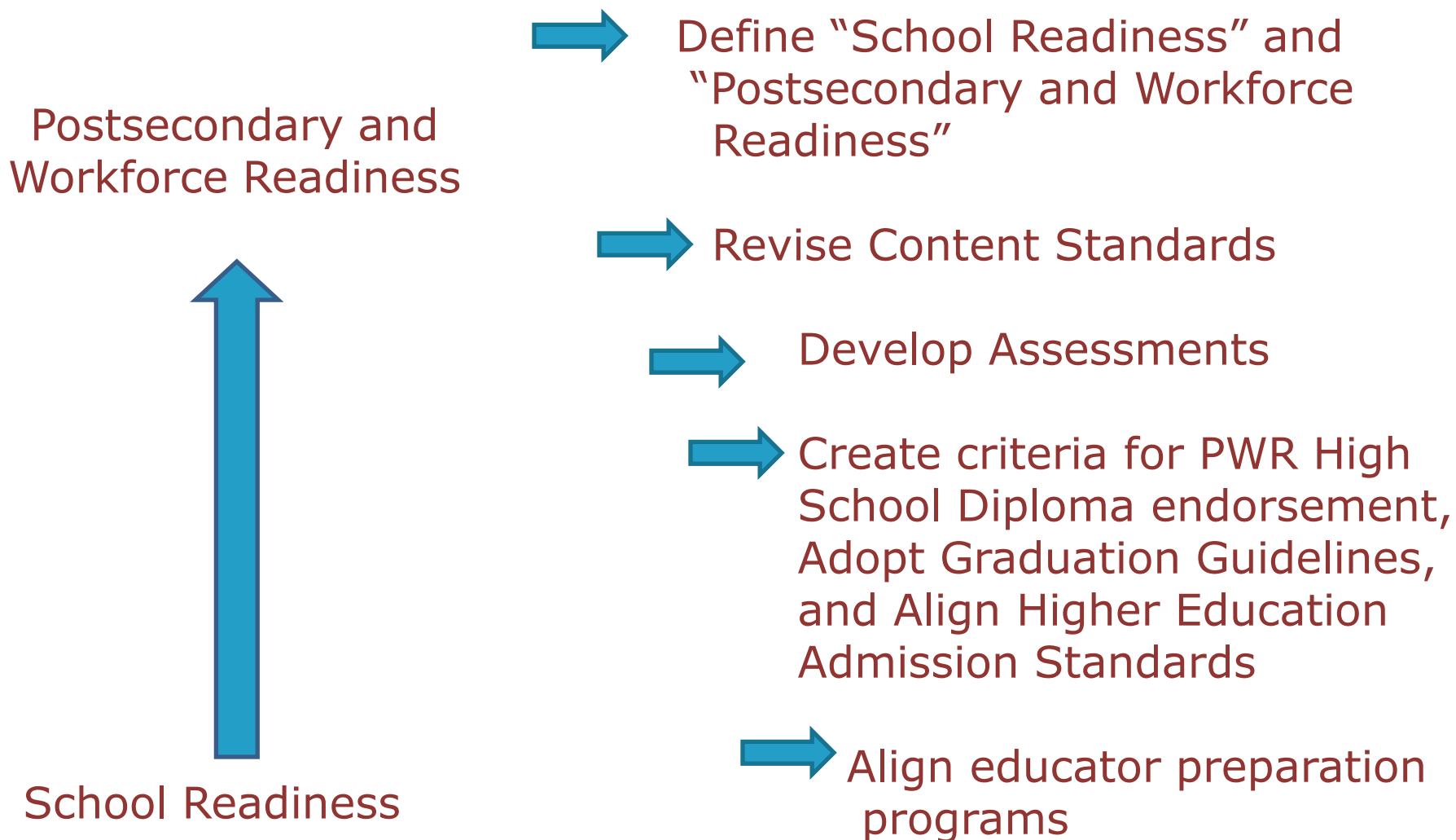
Colorado's Academic and
English Language Proficiency
Standards

Introductions

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Goal of SB 08-212 – CAP4K

- CAP4K sets forth a common purpose – readying all students for postsecondary and workforce success.
- By improving Colorado’s public education through alignment of preschool through postsecondary expectations. This includes:
 - alignment of ECE, K-12, and Higher Education standards,
 - moving Colorado’s education system into the 21st century,
 - adoption of definitions for school readiness, postsecondary and workforce readiness, and 21st century skills, and
 - assuring that more students are ready for postsecondary options.



What Is Required of Local Education Providers?

- Review and revise local standards by December, 2011
- Adopt standards
- Adopt curricula
- Adopt assessments



Transitioning to the Colorado Academic and English Language Proficiency Standards

Awareness & Dissemination

*Building Readiness
to the New
Standards
SY 2010-11*

Transition

*Moving to the New
Standards
SY 2011-12
SY 2012-13*

Implementation

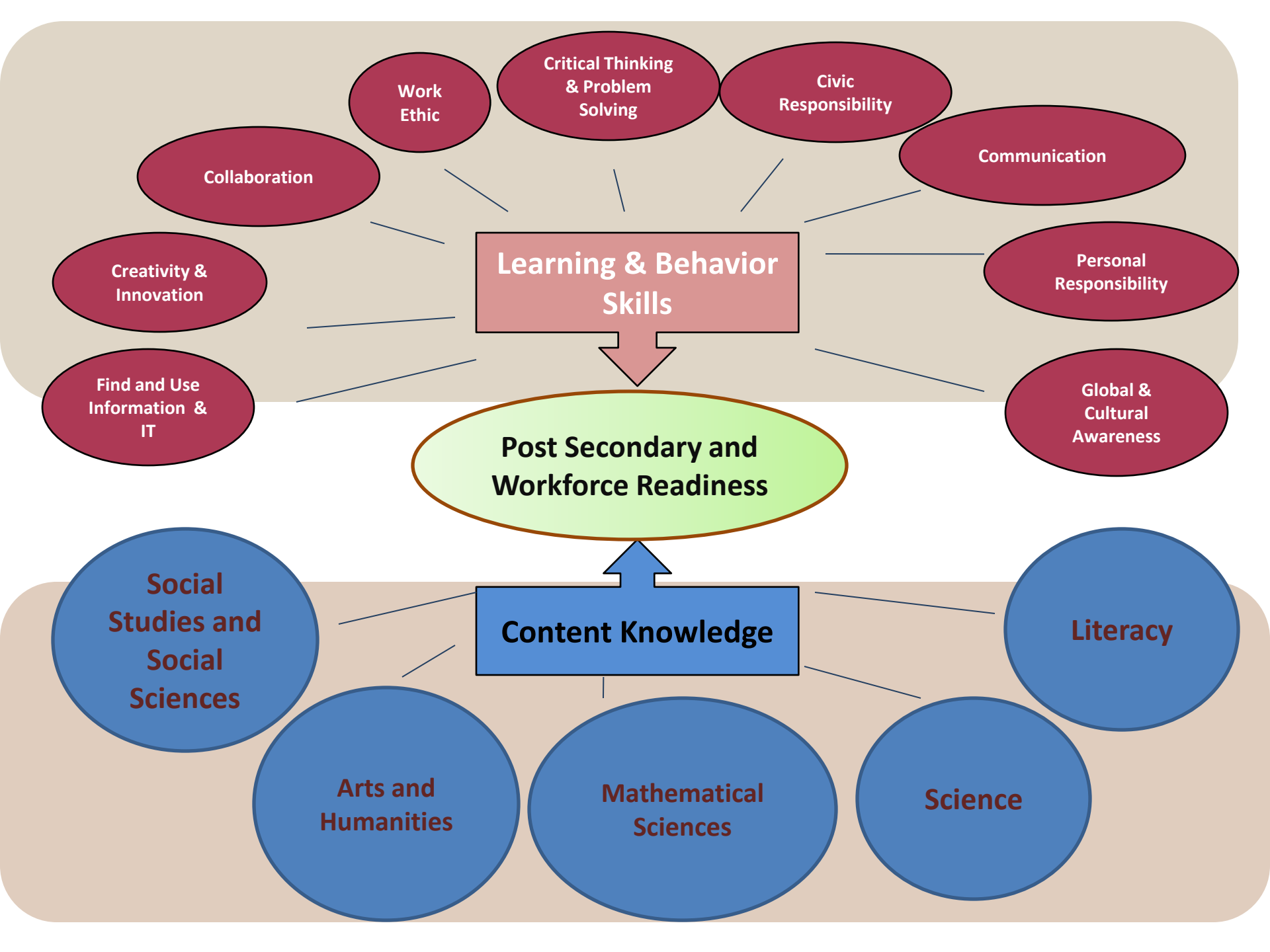
*Putting Standards
Into Practice
SY 2013-14*

Transformation

*Continuously
Refining Teaching
and Learning*

Colorado's Standards: Keys to Transformation

- **Designed with the End in Mind**
 - Backward design
 - P-13 vertical progression
- **Require Application of Knowledge**
 - 21st century skills: critical thinking, info management, collaboration, self direction, invention
 - “Show me” in a *variety* of ways /application
- **Fewer Expectations with Greater Depth**
 - Concepts and Skills
 - Ending the “culture of coverage”
- **Focus on “All students, All standards”**



Prepared graduate competencies

PGC

- Observe, explain, and predict natural phenomena governed by Newton's laws of motion, acknowledging the limitations of their application to very small or very fast objects

HS

- Newton's laws of motion and gravitation describe the relationships among forces acting on and between objects, their masses, and changes in their motion – but have limitations

8th

- Identify and calculate the direction and magnitude of the forces that act on an object, and explain the results in the object's change of motion

2nd

- Changes in speed or direction of motion are caused by forces such as pushes and pulls.

K

- Objects can move in a variety of ways that can be described by speed and direction

Exploring Prepared Graduate Competencies

Examine the list of prepared graduate competencies (PGCs) for a content area of your choosing and discuss the following:

- To what degree do these concepts represent essential competencies in the content area?
- What value does listing the relevant PGC for each grade level expectation bring to the standards?

Content Area

Name of Content Area

Standard:

Topical Organization

Prepared Graduates:

P-12 Concept and Skill thread students must master

High School and Grade Level Expectations

Concepts and skills students master:

Concepts & skills indicating progress to PGC mastery

Evidence Outcomes

21st Century Skills and Readiness Competencies

Students can:

**Indicators
of
student
mastery**

Inquiry Questions:

Promote critical thinking

Relevance and Application:

Relevant societal context

Nature of the Discipline:

Characteristics of Discipline



Arts

- Designed with the understanding that many arts program offerings are elective based
- Organized by the elements of a creative process: know, do, create, reflect
- Written with a balanced focus on product and process
- Performing arts have two pathways in high school: fundamental and extended
- Relevancy and interdisciplinary connections of the arts and society specified



Comprehensive Health and Physical Education

- Expanded to include health and wellness concepts
- Aligned with national standards for each discipline



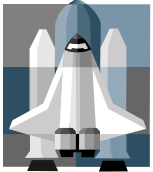
Mathematics

- Consolidated to four standards from six
- Include the entirety of the Common Core State Standards
- Some concepts and skills have changes grade levels
- Integration of personal financial literacy into PK-12 standards and assessment



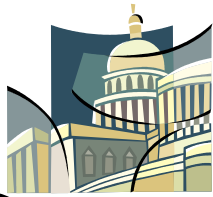
Reading, Writing, and Communicating

- The name of the standards has changed from Reading and Writing to Reading, Writing, and Communicating
- Include the entirety of the Common Core State Standards
- Unlike other content areas, are articulated grade by grade P-12



Science

- Scientific process and nature of science standards embedded into the content standards
- Require students to work with data in meaningful ways
- Designed using an inquiry approach to science



Social Studies

- Consolidated the four social studies content areas under one heading
- Designed to support a pedagogical approach that encourages the acquisition of concepts and skills through content
- Personal financial literacy integrated into economics



World Languages



- The title of the standards has changed from Foreign Language to World Languages
- Articulated using range levels from novice-low to intermediate-mid

Colorado English Language Proficiency (CELP) Standards



Social &
Instructional
Language



Language of
Language
Arts



Language of
Mathematics



Language of
Science



Language of
Social
Studies



Colorado's Approach to the Common Core in ELA and Math

- Use the Colorado Academic Standards (CAS) template
- Align essential components of CAS
 - 21st century skills (SB 212)
 - Postsecondary and workforce readiness (SB 212)
 - Integrate personal financial literacy (HB 1168)

Key Features of CCSS Math Standards

- Stress not only procedural skill but also conceptual understanding
- The high school standards:
 - Call on students to practice applying mathematical ways of thinking to real world issues and challenges.
 - Set a rigorous definition of college and career readiness by helping students develop a depth of understanding and ability to apply mathematics to novel situations.
 - Emphasize mathematical modeling to help students better understand the concept and improve decision-making skills.

Key Features of CCSS ELA Standards

Reading Standards

- Establish a staircase of increasing complexity in what students must be able to read.
- Require the progressive development of reading comprehension.

Writing Standards

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards.
- Student research is emphasized throughout the standards.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence.

Reaching the Goal Study

<https://www.epiconline.org/standardsvaliditystudy>

- Research questions:
 - How applicable are the Common Core standards to college courses?
 - When they are perceived as applicable, how important are the Common Core standards to college courses?
- Most Common Core standards received high ratings for applicability and importance.
- 96% of respondents agree that the Common Core State Standards sufficiently challenge students to engage higher-level cognitive skills

Direct quotations: Webinar, 8-24-11

Educational Policy Improvement Center (EPIC)

David T. Conley, PhD, CEO; EPIC Katie Drummond, PhD, Director, EPIC

Findings

- ELA and literacy standards with highest ratings include those at higher levels of scope and breadth:
 - Mastering comprehension of nonfiction text with grade---appropriate complexity
 - Extracting key ideas and details from text
 - Possessing general writing skills and writing routinely
 - Using research to support written analysis.
- Mathematics standards with highest ratings include those with an emphasis on thinking, reasoning, problem solving:
 - Reasoning quantitatively
 - Interpreting functions
 - The Standards for Mathematical Practice (emphasizing problem solving, analytic thinking, and other thinking skills)

Direct quotations: Webinar, 8-24-11

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Standards Implementation Toolkit - Windows Internet Explorer

http://www.cde.state.co.us/sitoolkit/index.htm

File Edit View Favorites Tools Help

Convert Select

Favorites Suggested Sites Data Driven Decisions for A...

2011 CDE Summer Symposium Standards Implementatio... Create and Insert a Screen ...

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Awareness and Dissemination

Transition

Implementation


Transformation

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Other Standards Resources

- Academic Support
- New P-12 Standards

Standards Implementation Toolkit



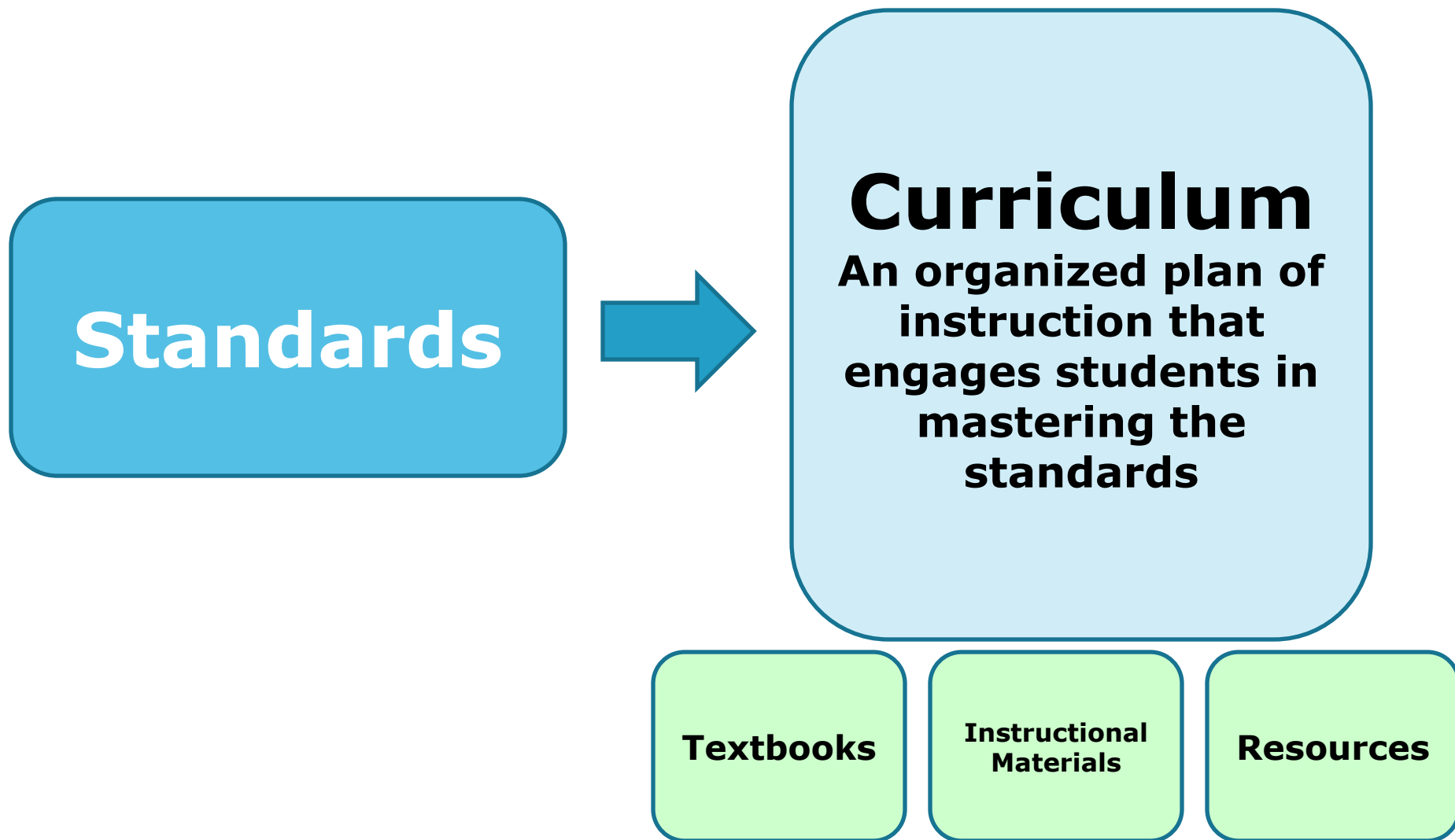
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    C --> D["TRANSFORMATION  
Continuously Refining  
Teaching and Learning"]
  
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Welcome! This toolkit is designed to help school districts begin the transition to the Colorado Academic Standards and Colorado English Language Proficiency Standards in the fall of 2011, with full implementation by the 2013-14 school year.

The Colorado Department of Education has created a four phase implementation plan: Awareness and

Internet 125%



Ending the Culture of “Coverage”

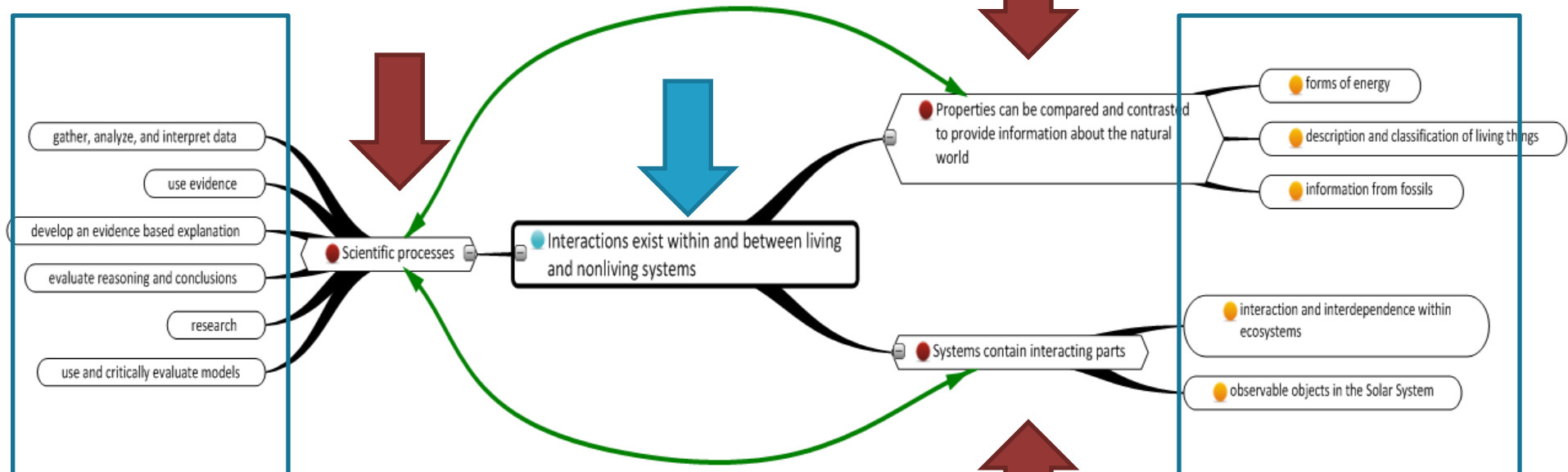
Curriculum Development Tools

Disciplinary Concept Maps

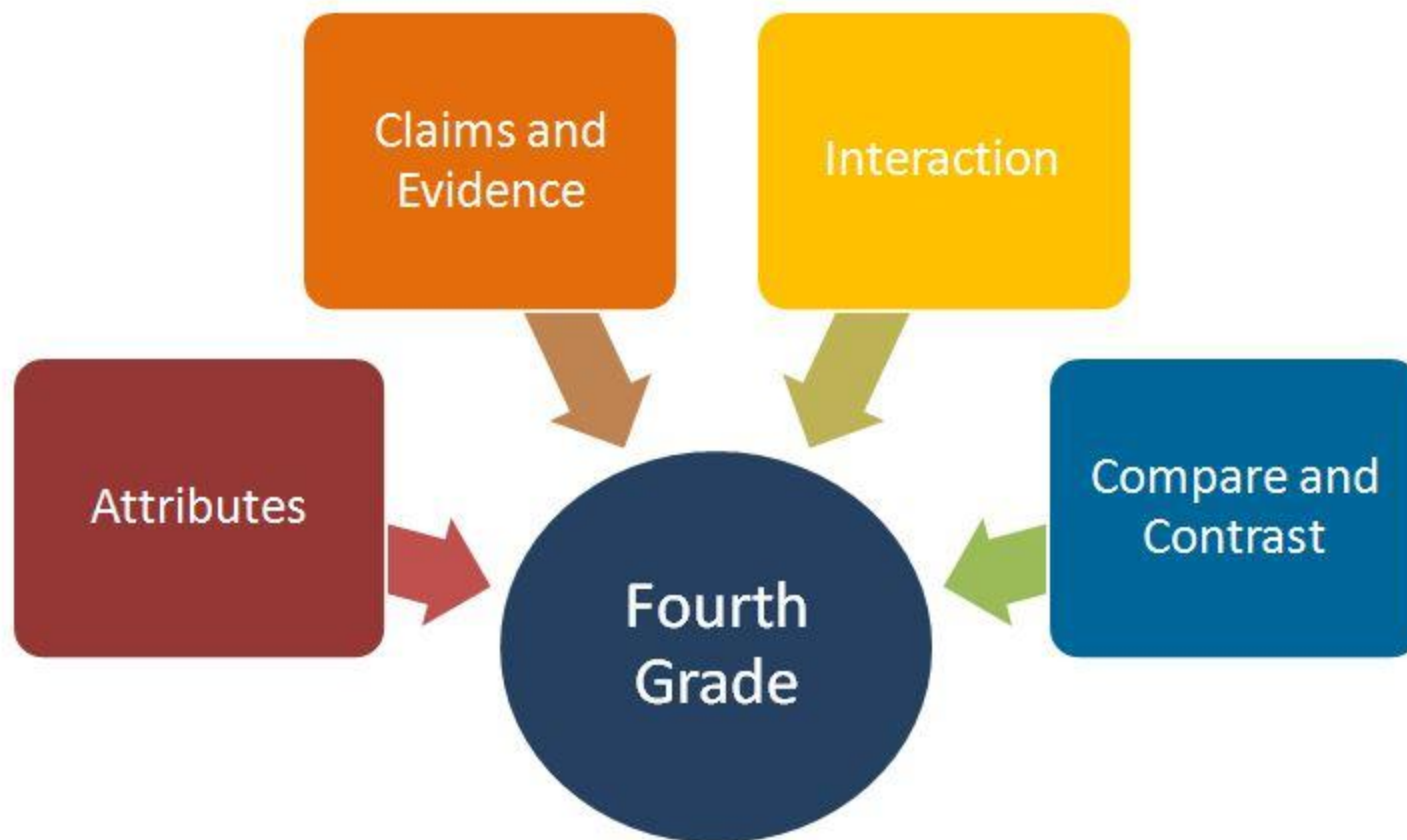
Elementary Concept Connections

Vertical Progressions

Unifying themes provide an overview of content at a grade level



Concept Connections Example



Vertical Progression Tool

Explain and illustrate with examples how living systems interact with the biotic and abiotic environment		
Grade Level	Numbering System	Grade Level Expectations
PGC	High School	SC09-GR.HS-S.2-GLE.1 Matter tends to be cycled within an ecosystem, while energy is transformed and eventually exits an ecosystem
	SC09-GR.HS-S.2-GLE.2	The size and persistence of populations depend on their interactions with each other and on the abiotic factors in an ecosystem
GLEs	Eighth Grade	SC09-GR.8-S.2-GLE.1 Human activities can deliberately or inadvertently alter ecosystems and their resiliency
	Sixth Grade	SC09-GR.6-S.2-GLE.1 Changes in environmental conditions can affect the survival of individual organisms, populations, and entire species
		SC09-GR.6-S.2-GLE.2 Organisms interact with each other and their environment in various ways that create a flow of energy and cycling of matter in an ecosystem
	Fourth Grade	SC09-GR.4-S.2-GLE.3 There is interaction and interdependence between and among living and nonliving components of ecosystems
	Second Grade	SC09-GR.2-S.2-GLE.1 Organisms depend on their habitat's nonliving parts to satisfy their needs

Discussion Questions

- To what degree are your educator preparation faculty (and adjunct instructors) familiar with the CAS and CELP?
- What information does your faculty need regarding the CAS and CELP?
- What recommendations do you have for outreach to educator faculty? Content area faculty?
- In what areas do you see a need for alignment?

Making Connections

Outreach to Educator Preparation
Programs and Content Faculty

Faculty to Faculty Conversations

- November 4, 2011
- February 3, 2011